DOCUMENT RESUME

ED 269 674 CG 019 059

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TITLE Evaluation of the Alcohol Educatioan Discipline Program (AEDP) for the 1985-86 Academic Year.
PUB DATE 86
NOTE 42p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Alcohol Education; *Alcoholism; *College Programs; College Students; *Discipline; *Drinking; Higher Education; *Program Evaluation
IDENTIFIERS Alcohol Education Discipline Program

ABSTRACT

This document presents goals, procedures, subject topics, and participant reactions of a college Alcohol Education Discipline Program (AEDP). The stated goals of AEDP are: (1) providing an educational approach to supplement discipline for students with alcohol-related infractions; (2) helping participants to explore the role of alcohol consumption in their lives; (3) providing alcohol education information to participants; and (4) encouraging participants to assess the problematic nature of their alcohol consumption. Procedural guidelines for group sessions including referral method, duration of sessions, and required confidentiality are discussed. The philosophy of the AEDP program which is based on respect for the participants is explained. A content outline for the four group sessions and individual meetings is given. Findings from a participant evaluation with largely positive reactions are included. Appended are the evaluation instrument, data results, and comments. (ABL)

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EVALUATION OF THE ALCOHOL EDUCATION DISCIPLINE PROGRAM (AEDP) FOR THE 1985-86 ACADEMIC YEAR

By

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Introduction

This paper reports reactions of participants in the Alcohol Education Discipline Program (AEDP) during the 1985-86 academic year. Also presented is a summary of program goals, procedural information, and topics covered for each of the four program sessions and the individual meeting with a group leader or co-leader.

The AEDP is offered as a service to the Office of Student Life. Sixty-seven students completed the five session program. Students were required to attend the program as a condition of disciplinary probation for alcohol related infractions of the Student Code of Conduct. All sessions were 50 minutes long. Groups were led or co-led by the coordinator of the Alcohol Abuse Intervention and Prevention Program (AAIPP), RHD interns, or AAIPP interns or student educators.

Program Goals

The goals of the AEDP are the following:

1. Provide an educational approach to supplement discipline for students who have alcohol-related infractions of the Student Code of Conduct.

2. Participants will explore the role of alcohol consumption in their own lives as a primary focus of the group. This will include their reasons for alcohol usage, the effects of alcohol usage, the role of alcohol in the lives of family members, friends and society as a whole.

3. Provide alcohol education information to participants. This will include information about the physiological and psychological effects of alcohol usage, responsible drinking and a discussion of various levels of drinking (non-drinker, moderate/responsible, problem, psychologically dependent, physiologically dependent).

4. Participants will be encouraged to assess the degree to which they believe their alcohol consumption is problematic. They will also learn what treatment options are available for themselves and others.

5. This is an educational group and not counseling or psychotherapy of individual participants.

Procedural Information

Procedural information relevant to the AEDP includes the following:

1. Participants will be referred to the group by the CMU Proceedings Officer. At the time of referral the Proceedings Officer will inform the student that group sessions will be held at the Counseling Center. The Proceedings Officer will also inform the student of group meeting times and the consequences of not participating.

2. Only attendance information and whether or not the student completed the program will be reported back to the Proceedings Officer.

3. Other than the above information, what goes on in the group will be confidential and will not be disclosed to the Office of Student Life or elsewhere without the student's written permission. Confidentiality applies to all discussions within the group, discussions with group leaders or co-leaders, journals, testing, self-assessment exercises, etc.

4. The group will meet for 50 minutes, once a week, for four weeks. There will be an additional individual meeting with a group co-leader between the second and fourth group sessions. During this meeting the role of alcohol use in the group participant's life will be explored. A semi-structured format will be followed. Written assignments may be required. Group membership will be kept as small as possible within the limits of our human resources.

General Philosophy of AEDP Sessions

For all sessions it is important for the group leader(s) to strive to make this a useful and educational experience for participants. Participants should be treated in a non-judgemental and respectful manner and allowed a maximum amount of input into the material covered by the group. Lecture needs to be kept to a minimum and discussion and interaction among group members encouraged. Right at the beginning of the group, it needs to be made clear that participants are not going to be told they should not drink alcohol. This is what group members expect. Rather, drinking is an individual decision and individuals should educate themselves sufficiently so they can make good decisions for themselves regarding use or non-use of the drug alcohol. The value that abusive drinking is inappropriate and irresponsible will be presented.

AEDP Sessions

The following, in outline form, summarizes the material covered during the four AEDP group sessions and individual meeting with a group leader or co-leader. This is the basic core of material covered across all groups. Specific groups will vary to accommodate the interests and needs of each group.

A. Session 1

1. Introduction of each other

2. Description of events that led up to attending the group

3. Expression of feelings (positive or negative) about attending the group

4. Discussion of observations of problems associated with alcohol usage by friends, family members and others

5. What specifically would you like to get out of the group.

6. Hand out reading material on alcohol issues

B. Session 2

1. Ask group what they would like to discuss today and attempt to include in discussion.

2. Discuss drinking typology.

   a. non drinker/abstain
   b. moderate/responsible drinking
   c. problem drinking
   d. psychologically dependent drinking
   e. physiologically dependent drinking

   Include in this discussion CMU data and the progression of the disease of alcoholism particularly as it relates to young people. (optional)

3. Hand out self assessment materials to be completed at end of session. (optional)

C. Session 3

1. Ask group what they would like to discuss today and attempt to include in discussion.

2. View film "Kevin's Story."

3. Discuss blood alcohol content (BAC) as it affects behavior emphasizing driving.

   a. Complete alcohol effects exercise. (optional)
      1. List catch words for being intoxicated.
      2. Effects of alcohol in:
         - inhibitions
         - judgement
         - coordination
         - comotose
      3. Place words according to number.
      4. Use your own words to inform about yourself about your desired state of intoxication.
      5. Include in your discussion the amount of alcohol per drink, equivalence of different kinds of drinks, etc.

4. Discuss observations participants have made regarding alcohol usage by themselves or friends or family.

D. Session 4

1. Ask group what they would like to discuss today and attempt to include in discussion.

2. View videotape "Project Graduation." (optional)

3. Discuss how to help a friend or family member who has a drinking problem.

   a. Document problem in writing over time.
   b. Write down what you want to say to friend or family member so as not to forget.
   c. Learn about alcohol problems and resources (e.g. outpatient, inpatient, self-help).
   d. Don't discuss this when person is drunk.
   e. Consult with a friend and/or a professional before talking with the person you are concerned about, to plan the intervention.
   f. Remember, the intervention might not work.
   g. Have only a small number of people (1-3) talk with the person in a private area where you will not be interrupted.
   h. Tell the person you care at the beginning of the conversation.
   i. Expect and let the person get angry and defensive as you begin your discussion without you reacting angry and defensive.
   j. Tell the person what you have observed, your concerns and where to get help. Discuss these concerns with the person and, if you are willing, accompany the person to a treatment site. If the person is willing to get help, move quickly as this motivation may diminish over time.
   k. If the person does not agree with you about the existence of the problem, don't argue. You may, however, continue your observation and documentation of problems and try again in a few months.

E. Individual meeting with group co-leader. (between second and fourth group meeting)

   1. Rapport building

   2. Semi-structured assessment of group members drinking pattern with feedback

Evaluation Information

This report concludes with a summary of participant reactions to their experience in the AEDP program. First is presented a summary of the quantitive date for participants during the 1985-86 academic year and summarized individually by semester. Next, verbatum transcripts of participants' reactions to evaluation questions by AEDP group are presented.

Participants completed the evaluation questionnaire at the end of the last group session and returned it anonymously to the group leader or another person prior to leaving the group. Eight groups were completed during the academic year ranging in size from seven to eleven participants.

In general, participants found the group experience useful. Of the 67 participants, 63 indicated that they had examined their own personal use of alcohol as a result of participating in this program. Fifty-seven disagreed with the statement "The program was a waste of my time." Most participants felt they had input into the topics covered (n = 61), were treated with respect (n = 66), and that the individual meeting was useful (n = 57).

In general, participants written reactions to the group were positive and no significant negative effects of group participation were mentioned. Participants generally appeared to believe involvement in the AEDP was worthwhile and should be continued, though many felt they should not be required to do so.

1985-86 Academic Year

N = 67

1. To what extent did you examine your own personal use of alcohol as a result of participating in this program?

1	2	3	4	
not at all	a little	somewhat	a great deal	blank
n = 3	n = 13	n = 31	n = 19	n = 1

To what extent do you agree or disagree with the following statements? (SD = strongly disagree, D = disagree, A = agree, SA = strongly agree):

2. The leader(s) treated group members with respect.

1	2	3	4
SD	D	A	SA
	n = 1	n = 19	n = 47

3. The program was educational rather than punishing in orientation.

1	2	3	4	
SD	D	A	SA	blank
n = 1	n = 5	n = 30	n = 29	n = 2

4. The program was a waste of my time.

1	2	3	4
SD	D	A	SA
n = 15	n = 42	n = 7	n = 3

5. Group members had input into what topics were covered.

1	2	3	4
SD	D	A	SA
n = 1	n = 5	n = 46	n = 15

6. The homework assignments were useful.

1	2	3	4	
SD	D	A	SA	blank
n = 7	n = 11	n = 30	n = 1	n = 18

7. The length of the group sessions were:

1	2	3	4	5
way too long	a little long	about right	a little brief	way too brief
n = 1	n = 10	n = 54	n = 2	

8. The individual meeting with the group leader was helpful.

1	2	3	4	
SD	D	A	SA	blank
n = 1	n = 7	n = 38	n = 19	n = 2

Fall 1985

N = 39

1. To what extent did you examine your own personal use of alcohol as a result of participating in this program?

1	2	3	4	
not at all	a little	somewhat	a great deal	blank
n = 1	n = 11	n = 18	n = 8	n = 1

To what extent do you agree or disagree with the following statements? (SD = strongly disagree, D = disagree, A = agree, SA = strongly agree):

2. The leader(s) treated group members with respect.

1	2	3	4
SD	D	A	SA
	n = 1	n = 11	n = 27

3. The program was educational rather than punishing in orientation.

1	2	3	4	blank
SD	D	A	SA	
n = 1	n = 2	n = 18	n = 17	n = 1

4. The program was a waste of my time.

1	2	3	4
SD	D	A	SA
n = 8	n = 25	n = 4	n = 2

5. Group members had input into what topics were covered.

1	2	3	4
SD	D	A	SA
n = 1	n = 2	n = 27	n = 9

6. The homework assignments were useful.

1	2	3	4	
SD	D	A	SA	blank
n = 5	n = 9	n = 13	n = 0	n = 12

7. The length of the group sessions were:

1	2	3	4	5
way too long	a little long	about right	a little brief	way too long
n = 1	n = 3	n = 34	n = 1	

8. The individual meeting with the group leader was helpful.

1	2	3	4	
SD	D	S	SA	blank
	n = 4	n = 20	n = 12	n = 2

Winter 1986

N = 28

1. To what extent did you examine your own personal use of alcohol as a result of participating in this program?

1	2	3	4
not at all	a little	somewhat	a great deal
n = 2	n = 2	n = 13	n = 11

To what extent do you agree or disagree with the following statements? (SD = strongly disagree, D = disagree, A = agree, SA = strongly agree):

2. The leader(s) treated group members with respect.

1	2	3	4
SD	D	A	SA
		n = 8	n = 20

3. The program was educational rather than punishing in orientation.

1	2	3	4	
SD	D	A	SA	blank
	n = 3	n = 12	n = 12	n = 1

4. The program was a waste of my time.

1	2	3	4
SD	D	A	SA
n = 7	n = 17	n = 3	n = 1

5. Group members had input into what topics were covered.

1	2	3	4
SD	D	A	SA
	n = 3	n = 19	n = 6

6. The homework assignments were useful.

1	2	3	4	
SD	D	A	SA	blank
n = 2	n = 2	n = 18	n = 1	n = 6

7. The length of the group sessions were:

1	2	3	4	5
way too long	a little long	about right	a little brief	way too brief
	n = 7	n = 20	n = 1	

8. The individual meeting with the group leader was helpful.

1	2	3	4
SD	D	A	SA
n = 1	n = 2	n = 18	n = 7

9. What, if any effect has participating in this program had on your use of the beverage alcohol?

Group 1 N = 7 Leader: Bob Houle and Ross Rapaport

- Makes you carefully think about using it.
- It has made me more aware.
- It has made me more aware of how often I drink.
- Made me more aware on how to control how much I drink.
- It has clearly made me more aware of myself and others while drinking, after that video tape I was really affected as to how much I should drink or even if engage in it at all. Ex. when driving
- It made me think about my drinking a great deal more. I feel much more aware.
- I am conscious of myself in a drinking situation, and feel more responsible than in the past.

Group 2 N = 7 Leader: Brenda Stoneburner and Ross Rapaport

- I didn't use it that often before, but it still had some effect.
- No effect
- None, I don't drink
- Somewhat
- Better awareness of my drinking.

Group 3 N = 8 Leaders: Rob Houle and Maureen Johnson

- Made me watch my drinking alot more.
- To watch how much I consume.
- Watching closely how much I drink. I how I go about about driving after I had a few drinks.
- I've decided to never drink a lot when I'm in charge of driving home. I've told my roommates, and we've discussed the topics.
- No effect
- Drinking and driving - I will watch it more.
- None

Group 4 N = 8 Leader: Brenda Stoneburner

- It really hasn't had any effect because I rarely drink. The night I got into trouble was a rather rare occasion.
- Not that much.
- It makes me realize what I am doing.
- I watch what I'm doing more.
- None at all.
- I think about what I am doing and drink in more moderation.
- No effect.
- None.

Group 5 N = 9 Leader: Bob Houle

- Not a whole lot, I really don't drink alot any way.
- None.
- It made me stop and think sometimes. Made me know my limit more.
- I have been much more careful and aware of what I am doing.
- Made me more aware of it and the dangers of it.
- I try to control myself.
- The program just gave me more facts to keep track of my own behavior. I doubt if my alcohol consumption will change.
- I don't believe it has had much effect. I may think a little before I drink a lot.
- Watch amount drank - cut down.

Group 6 N = 8 Leaders: Ross Rapaport, Greg Hamilton, Rosemary Stanek

- I will understand when my limit is.
- Not much.
- Little, I've recently re-evaluated my goals and things, so prior to these sessions I had already made decisions on this topic.

Group 6 - con't.

- Made me aware at least that a problem is possible and to watch out.
- I cut back.
- It's made me think a little bit more about drinking.
- I began to realize that my alcohol consumption is on the danger side.

Group 7 N = 11 Leaders. Rosemary Stanek and Greg Hamilton

- It made me think about what happens with the use of alcohol.
- No real effect.
- I am more aware of my use of alcohol.
- Basically none.
- It has made me notice my intake more but not change it.
- It had no effect, because I don't use alcohol all that much.
- It's had little effect but I do think about the effects of drinking more.
- Made me more aware of the consequences of drinking and driving.
- I don't think this program had any effect on my use of alcohol. It did however make me more aware of problems that some people have with alcohol.
- Made me more aware of its use and problems, made me think twice about certain aspects of the course.
- More aware of the hazards of drinking and driving.

Group 8 N = 9 Leader: Rosemary Stanek

- None
- So far it has had little effect, but the class made me look at my drinking patterns and showed me that I drink too much.
- I would have to say no effect.
- It's made me more aware of the consequences and what things can happen.
- I've realized that I abused alcohol a little too often and am trying to become a more responsible drinker.
- It has made me think every time I go to a party. I remember all the statistics of deaths and about getting arrested for drunk driving.
- It has made me be more responsible with my drinking.
- It has no effect, I still drink as much as I always did.
- I am a little more aware than ever about my drinking.

10. List any positive outcomes you may have experienced as a result of participating in this program?

Group 1 N = 7 Leader: Bob Houle and Ross Rapaport

- I am more aware of how alcohol effects myself and others.
- Limit drinking, (# of days, amount).
  I am more able to spot problems with drinking.
- Not getting as drunk as I used to.
  General awareness of alcohol and its problems.
- More knowledge about alcohol and what it takes to have a drinking problem.
- I gained a great awareness about the effects of alcohol.
- I have cut down somewhat more on my drinking.
  I've turned down drinks quite a bit more in the last four weeks, and I've gotten up before 9:00 a.m. quite a bit more since this class, which is good!
- More of an awareness that I may become a problem drinker if I am not careful.

Group 2 N = 7 Leader: Brenda Stoneburner and Ross Rapaport

- I know how to spot people with problems and know how to help them.
- The movie had the most effect on me also a lot of stats., I had never been aware of.
- I can see how dangerous drinking can be.
- Little more aware.
- Learned more about alcohol.

Group 3 N = 8 Leaders: Rob Houle and Maureen Johnson

- Spend less money on beer.
- How to help others with a drinking problem.
- Don't drink that much anymore. I watch others to see if they have any drinking problems.
- It made me listen to sum of the real life situations that happened to other people, which made me realize I didn't want to end up like them.

Group 3 con't.

- I think I've become more aware of myself now when I do drink because I had to come to these sessions.
- A slightly better education about alcohol.
- More aware.
- Makes one think, first aid topics, offers alternatives.

Group 4 N = 8 Leader: Brenda Stoneburner

- I have learned some things about alcohol abuse and drunk driving.
- Met some neat people? Learned how serious some subjects really are. My drinking habits are more responsible.
- Learned about drunk driving.
- I watch what I'm doing more.
- None at all.
- I know what to watch out for, as in signs of alcoholism.
- I've watched peoples drinking habits more closely.
- I think that I learned a lot just from listening to the other students, and their remarks. For example, in watching my friends so they don't get in trouble. Driving.

Group 5 N = 9 Leader: Bob Houle

- Learning how to confront someone.
- None.
- I have learned a great deal about alcohol in general.
- Learned how to analyze people.
- Sat. night not drinking very much, two beers.
- I don't believe I have a drinking problem.
- Have learned what to watch for and avoid.

Group 6 N = 8 Leaders: Ross Rapaport, Greg Hamilton, Rosemary Stanek

- I know all the symptoms and cures of alcohol, I can help others out.
- Better awareness.
- These sessions helped to confirm the decisions I'd made.
- More self-confident.
- I also cut back smoking dope and am trying to quit.
- None.
- I will stop drinking as much as I do because I know more about alcoholism.

Group 7 N = 11 Leaders: Rosemary Stanek, Greg Hamilton

- Things I've learned--The effects of alcohol and the signs of an alcoholic.
- Realized that alcohol can become a real problem, and you have to watch out.
- I feel more educated on the subject.
- What to do in a family situation.
- What to do if your parents are alcoholics.
- It gave me a better understanding about alcohol and how it can get out of hand without even realizing it.
- Education on alcohol abuse and the effects of drinking and driving.
- I learned about alcohol as a disease and how it has ruined lives of other people.
- Made me more aware of its use and problems, made me think twice about certain aspects of its course.
- Know how to help family members or friends if they are alcoholics, and related my situation and feelings with the other students.

Group 8 N = 9 Leader: Rosemary Stanek

- Examination of personal use of alcohol.
- Learned about other individuals and their problems with drinking. Taking it a little easier when going to parties, etc.
- Much more information, and more responsibility about drinking and driving.
- I've learned how strict the laws are on drinking and driving, problems that can be leading towards alcoholism.
- I've learned how dangerous drinking can be. I've also noticed how much healthier I can feel if I control my drinking.
- It has made me aware of the dangers of alcohol and what it does to your life as well as your body.
- It has made me more aware of the bad effects alcohol can have.
- I am more aware of small bits of information than before.

11. List any negative outcomes you may have experienced as a result of participating in this program.

Group 1 N = 7 Leaders: Bob Houle and Ross Rapaport

- Lost sleep
- None
- None
- None

Group 2 N = 7 Leaders: Brenda Stoneburner and Ross Rapaport

- None
- Major time confliction. The time of the group meeting was not convenient.
- None
- Know a lot of material.

Group 3 N = 8 Leaders: Bob Houle and Maureen Johnson

- Lost some study time. Had to walk through the snow.
- Sometimes the meetings were a little too dragged out.
- I tend to really get on my roommates nerves about drinking.
- It breaks up my afternoon to get things done.
- Time factor

Group 4 N = 8 Leader: Brenda Stoneburner

- None
- None
- None
- None
- None
- None

Group 5 N = 9 Leader: Bob Houle

- None
- Ruptured spleen
- None
- None
- None
- Sore back
- I believe that I could have used the time spent here for something constructive. I have had several papers due and having a meeting during final exam week seems quite stupid.
- My bike got stolen during the second session.

Group 6 N = 8 Leaders: Ross Rapaport, Greg Hamilton, Rosemary Stanek

- Too early in the morning.
- Lost sleep
- Drowsiness every Tuesday
- None
- None
- None

Group 7 N = 11 Leaders: Rosemary Stanek, Greg Hamilton

- None really
- Lost time for other work that I should have been doing.
- I think all the negative outcomes were the movies, the people that got hurt.
- None
- None
- None
- None

Group 8 N = 9 Leader: Rosemary Stanek

- None
- None
- None--time used that I really need for studies.
- I learned the bad side of alcohol, but I don't think it was negative.
- None
- None
- I have become the "butt" of jokes from friends and roommates.
- I missed dinner a few times.

12. What are your feelings at this time about participating in this program being a requirement of your probation?

Group 1 N =7 Leaders: Bob Houle and Ross Rapaport

- I don't think anyone should have to attend this program if the reason why they are here is not alcohol related.
- It went smoothly--not as bad as I had expected.
- Because the program wasn't punishing, it was a useful requirement.
- My feelings are that this program was benefical knowledge wise and worth the amount of time in each session.
- At first, I really felt that it wasn't my position to be here, and that someone who really had a problem should be here in my place, but now I am glad that I did participate. It was not a bad experience what-so-ever.
- I feel it is an excellent idea, I think this class should be required for a lot more people here at CMU. It's a very useful class.
- It has been very acceptable.

Group 2 N = 7 Leaders: Brenda Stoneburner and Ross Rapaport

- I still don't feel I should have had to come.
- It wasn't as bad as I thought it would be--I feel I learned something.
- Negative feelings at first, but by the end I didn't mind.
- Don't think I should have been here because my probation should have been appealed.
- None
- It had to be done.
- I feel you have some of the wrong people, but it really wasn't that bad.

Group 3 N = 8 Leader: Bob Houle and Maureen Johnson

- Glad it's over, but it was education and quite interesting at times.

Group 3 con't.

- I don't really feel I needed to be here, but it was quite informative plus something I didn't really have a choice to decide to do.
- I think it's a good program, and it is needed for everybody that does get asked to participate in it.
- Even though I thought it was not necessary, I did learn a lot about alcohol.
- I think it is a good idea when someone gets into trouble related to drinking.
- I think Mr. Starner was wrong in giving me this program, he probably drinks more than I do.
- It was interesting and kind of fun.
- Pretty good program--do not regret.

Group 4 N = 8 Leader: Brenda Stoneburner

- I feel that the circumstances requiring the participations should be more severe before one is required to go to the classes.
- I wish all punishment could be like this (educational).
- It is rather unfair, but a good idea too.
- I wish more fact were required.
- It's like being sent to the principal's office, it's childish and a waste of my time. They should have let me pay my fines and be done with it.
- I don't think I should have been placed on probation.
- It is unfair but a good form of punishment.
- I think it was very helpful. I thought it was going to be like a punishment, but it turned out to be interesting.

Group 5 N = 9 Leader: Bob Houle

- I think it was worth while.
- OK
- I'd rather be studing for exams or eating.

Group 5 con't.

- I feel it is a good move on CMU's part.
- It didn't bother me.
- Helpful
- I have no negative feelings--it was beneficial.
- The charges against me have been dropped by the State of Michigan, so I feel I should not be here or on probation.
- I feel that it was a good idea to have us go through it.

Group 6 N = 8 Leaders: Ross Rapaport, Rosemary Stanek, Greg Hamilton

- I thought it was useful, I'm glad I received this type of information.
- good idea
- I think that it isn't fair, that I was a victim of circumstances.
- None, I thought it was informative and it helped me.
- It was okay, but not at 8:00.
- It was beneficial and educational. It was well worth it.

Group 7 N = 11 Leaders: Greg Hamilton and Rosemary Stanek

- I would tell anyone it's not bad, in fact it was interesting.
- I feel that it's ok, it wasn't a major big deal and five hours of my time isn't that bad.
- I think the program is educational but I doubt it was necessary as a condition of my probation.
- It was alright, but sometimes got boring.
- I think it's a good idea for alcohol related probations, but should be reserved for the more serious alcohol offenses.
- It wasn't that bad, but I still don't think I deserve it.
- I feel the program was good, but I didn't like the way I was put into it.

Group 7 con't.

- I didn't feel under my personal set of circumstances it was necessary but I can see how it would be for others.

- I was put on probation for a reason and have to abide by the rules set for me during probation. This program is one of them. It really didn't bother me to attend.

- It wasn't as bad as I thought it would be, was very enlightening.

- It never hurts anyone to become more educated about alcohol. Not a bad idea for probation.

Group 8 N = 9 Leader: Rosemary Stanek

- It was a useful measure.

- Well I broke the law here at Central and if this is the punishment then so be it. Other wise it was an educational experience for myself.

- I attended because I had to--I probably would not have attended otherwise.

- I don't think it was that bad--this program opened my eyes to some of the problems of alcohol.

- I think this was a slap on the hand compared to the punishment we could have received.

- I now feel that I should be here due to the fact that I must obey the rules set down by the office of Student Life.

- I think that it is good because it shows that the University is not just trying to punish us, but is helping us.

- I feel it is a waste of time that I could be using more constructively.

- I still do not feel that this program was not right for me as part of probation because I do not have a problem with drinking but I do feel that the program was good for anyone who drinks.

13. What specific comments do you have for group leader(s)? (e.g. What was well done, what could be improved, etc)?

Group 1 N = 7 Leaders: Bob Houle and Ross Rapaport

- I liked the way we were asked what we wanted to talk about. The group directed the talk rather than the group leader.
- I thought it was well done.
- Somehow try to get everyone involved in the group discussions.
- He presented beneficial facts about alcohol and its problems. Was positive and supportive of group members and their own input into the sessions.
- Covered topics well, asked others opinions, listened to each individual with full consideration. Very much organized and planned. Maybe another video, I enjoyed that.
- I thought he did an excellent job. He was understanding, gave everyone a chance to get involved - didn't make anyone feel uncomfortable. Good job.
- I think they did a fine job covering various topics in the limited time we had.

Group 2 N = 7 Leaders: Brenda Stoneburner and Ross Rapaport

- More group participation - people shouldn't resent coming here so much.
- Both Ross and Brenda were very nice and knowledgable.
- Liked the movie. Need to know why everyone was here. (Should discuss that).
- None
- Try to get the group to interact.
- Sometimes it was a little boring. TV program was good.

Group 3 N = 8 Leaders: Bob Houle and Maureen Johnson

- Good rapport with the group.
- He was very cooperative - maybe he could of asked more group participation.

Group 3 con't.

- He was open and seemed empathetic toward group members.
- I liked the idea of our leader being young and informed to what is going on. Something should be tried to get more people to open up.
- I think Bob did a good job overall the areas that were covered.
- I thought everything was good.
- Multi-Media was suberb.
  Lacks ability to draw responses sometimes.

Group 4 N = 8 Leader: Brenda Stoneburner

- The entire session was well done.
- Conducted the group very well! Individual session: she made it very relaxed and comfortable to talk with.
- Good approach.
- You handled class good.
- No comment.
- More on the effects to certain parts of the body that alcohol can have an effect on.
- Group leaders were pretty well informed.
- I think that the class was done very well.

Group 5 N = 9 Leader: Bob Houle

- I feel he did a good job in getting us to talking about things and made the atmosphere comfortable to do this.
- None
- He was a good teacher, easy to talk to.
- I think Bob did a good job relating with all of us.
- Well taught - he cared.
- Very well done.
- He did a good job. Relates well with participants.

Group 5 con't.

- I think the group was handled very well.

- I think that it was really well done and prepared.

Group 6 N = 8 Leaders: Ross Rapaport, Rosemary Stanek, Greg Hamilton

- Meetings were certainly well planned, and he didn't expect too much from us.

- They gave a lot of respect to us, but it was hard to get into it at 8:00 in the morning.

- The group as a whole was quite well done.

- None

Group 7 N = 11 Leaders: Rosemary Stanek and Greg Hamilton

- I thought they were very nice and understanding. They did a very good job.

- None

- I felt the visual aids were more effective than group discussions.

- Get a speaker, and tell us what an alcoholic is and not keep harpen on us on the 53 basic symptoms.

- I thought you taught the class well; it made it a little better than it could have been.

- The gathering of all the useful pamphlets. I really enjoyed reading them. I thought they were really interesting.

- I thought the class was very informative and it serves its purpose well, that being to educate people on the effects of drinking.

- I thought they did a good job in being friendly and open about issues.

- I really liked the open discussions and all the literature we received on alcohol.

- More audio-visual programs.

- The movie was a good addition. The talks seemed more real coming from a real former alcoholic.

Group 8 N = 9 Leader: Rosemary Stanek

- Very good, Rosemary.
- The group leader was great. She did her best to get people to participate in the group discussions. Very helpful in getting information about drinking and how it effects people.
- Rosemary did everything good. Good visual aid and handouts and discussions (getting everyone involved).
- I think the program was run well. The group leader listened when we had things to say and she didn't make us feel like we were really bad.
- Keep bringing in the guest speakers who have had rough experiences with alcohol.
- Some of the sessions started off interesting but then just got boring because it seemed there was no organization.
- The information provided was helpful and the people and examples also helped get the point across much better.
- They treated us as equals and didn't "preach" to us the "evils" of alcohol.
- She made the class feel like it really wasn't required.

14. Are you planning on obtaining further assistance now or in the future concerning your alcohol use? _____Yes _____No

If yes, please explain.

Group 1 N =7 Leaders: Bob Houle and Ross Rapaport

- No
- No
- No
- No
- No
- No
- No

Group 2 N = 7 Leaders: Brenda Stoneburner and Ross Rapaport

- No
- No
- No
- No
- No
- No
- No

Group 3 N = 8 Leader: Bob Houle and Maureen Johnson

- No
- No
- No
- No
- No. I will however, if I see myself changing in ways for the worse.
- No
- No
- No

Group 4 N = 8 Leader: Brenda Stoneburner

- No
- No
- No
- No
- No
- No
- No
- No

Group 5 N = 9 Leader: Bob Houle

- No
- No
- No
- No
- No
- No
- No
- No
- No

Group 6 N = 8 Leaders: Ross Rapaport, Greg Hamilton, Rosemary Stanek

- No
- No
- No
- Yes, at least monitor my drinking.
- No, not now
- No
- Yes, I'm going to St. Mary's group sessions.

Group 7 N = 11 Leaders: Rosemary Stanek and Greg Hamilton

- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- Yes, I think maybe my use is excessive in certain ways and I don't want to become an alcohol.

Group 8 N = 9 Leader: Rosemary Stanek

- No
- Maybe. I think I do have a problem with alcohol during school (college). Over the summer my drinking is quite limited. I'll just have to see how things go.
- No
- No
- No
- No
- No
- No
- No

15. In general, what kind of information did you talk about in your individual meeting with your group leader?

Group 1 N = 7 Leaders: Bob Houle and Ross Rapaport

- Some personal experiences and ways of dealing with certain circumstances if I get in a problem situation again.
- Any problems I may have or had, alcohol info., past experiences, made me very aware!
- I expressed to him that I felt I may have a slight problem with drinking and he gave me some techniques to help curb the problem.
- Alcohol problems dealing with amount of drinks, coordination, and mental problems. How people can be helped, and what signifies a drinking problem.
- If I knew of anyone who had a drinking problem.
  About my personal drinking habits.
  In general about alcohol itself.
- Effects of drinking, blackouts, reducing alcohol use.
- We attempted to define or determine if I had a drinking problem. We also talked about friends of mine.

Group 2 N = 7 Leaders: Brenda Stoneburner and Ross Rapaport

- Policies on campus, and ways to help people we know with problems.
- What we should or could add to the sessions to make them more informative.
- If I have friends who drinks and my friends at home.
- Drinking and driving, friends with drinking problems.
- Personal experience with alcohol.
- What I had learned. If it helped, and what I didn't learn.

Group 3 N = 8 Leaders: Bob Houle and Maureen Johnson

- Possible problems with alcohol and alternatives.
- How much I drank, just basic general facts about alcohol and what it does to people.
- How much did I drink and how did it affect me and what did I do to change it.
- What kind of drinker I considered myself. How often I drank.
- Partying, friends, alcohol and drugs, our own ideas.
- My friends and how I drink.
- Family history, personal ideas/experiences with/about alcohol.

Group 4 N = 8 Leader: Brenda Stoneburner

- I missed my individual meeting with my group leader.
- Drunk driving, responsible drinking and college.
- Personal affects and experiences.
- Blacking out, alcohol in the family, alcohol around in college.
- I didn't go.
- The selection process for alcohol awareness classes.
- People's drinking habits.
- Going to parties and how I've become more responsible.

Group 5 N = 9 Leader: Bob Houle

- How alcohol affects things in my daily life.
- My background.
- My experiences with the evil drug alcohol.
- About any problems I or someone else might have.
- Everything from personal to alcohol.

Group 5 con't.

- The circumstances of my reason for being here and my use of alcohol.
- School, activities, alcohol

Group 6 N = 8 Leaders: Ross Rapaport, Greg Hamilton, Rosemary Stanek

- Mostly on my alcohol use.
- Awareness
- Self-discipline
- When and how to detect a problem.
- Talked alot more on substance abuse than alcohol abuse.
- My drinking patterns
- The Jillinek chart; I was on my way to disaster.

Group 7 N = 11 Leader: Rosemary Stanek and Greg Hamilton

- About how to help an alcoholic.
- Just how I felt about the program.
- My goals in life and whether alcohol would have an affect on them.
- Goals, alcohol, answered questions
- Goals, what to do if you start to lose your goals.
- How alcohol effected me in relation to my family, friends, and school.
- My goals for the future and how alcohol could get in the way of those goals. We also went over the questionnaire.
- Just about myself and my consumption of alcohol.
- If I felt that there was a problem with alcohol and myself. The affects on my life.

Group 8 N = 9 Leader: Rosemary Stanek

- Personal drinking habits
- That's none of your business.
- First experiences and were asked probing questions to get you to think why you drink.
- We talked about whether anybody in my family was an alcoholic, and experiences I had with my roommate of last year who has a problem.
- We simply talked about what had happened and she asked many questions.
- Why I was put in this program. Some bad experiences I have had with alcohol. Friends that I have lost due to alcohol.
- It was basically about what kind of drinker I am and to what degree I drink to.
- If I thought I had a problem or not. My drinking habits.
- Mostly on my drinking habits.

16. Is there a history of alcohol abuse/substance abuse in your family?

_____Yes _____No If yes, please briefly describe:

Group 1 N = 7 Leaders: Bob Houle and Ross Rapaport

- No
- No
- No
- No
- No
- No
- Yes, my father is a problem drinker.

Group 2 N = 7 Leaders: Brenda Stoneburner and Ross Rapaport

- No
- No
- No
- No
- No
- No
- No

Group 3 N = 8 Leaders: Bob Houle and Maureen Johnson

- No
- No
- No
- No
- Yes, there is some alcoholism in my older male relatives.
- No
- Yes, my uncle drinks frequently.
- No

Group 4 N = 8 Leader: Brenda Stoneburner

- No
- No
- Yes
- Yes, dad, grandparents
- No
- No
- No
- Yes, my grandfather on my mothers side is an alcoholic. Has been confronted with problem but won't get help.

Group 5 N = 9 Leader: Bob Houle

- No
- No
- Yes, grandpa, uncle
- No
- No
- Yes, both sides
- Yes, stepfather, father, brother, and sister are all alcoholics.
- No
- No

Group 6 N = 8 Leaders: Ross Rapaport, Greg Hamilton, Rosemary Stanek

- Yes, both grandpa's were alcohol abusers.
- No
- Yes, Mom and Dad
- No
- Yes, relatives have had problems, but parents don't drink.

Group 6 con't.

- No
- No
- Yes, my grandfather is an alcoholic. He is in an institution.

Group 7 N = 11 Leaders: Greg Hamilton and Rosemary Stanek

- Yes, my two aunts and two uncles are alcoholics. I think my older sister might be also.
- No
- No
- Yes, my father
- No
- No
- No
- Yes, father somewhat, both grandfathers
- No
- Yes, my grandpa, uncle, and aunt on my mother's side all were alcoholics.
- No

Group 8 N = 9 Leader: Rosemary Stanek

- No
- No
- No
- No
- No
- No
- No
- No

17. Sex _____ Year in School _____
Age _____ GPA _____

Group 1 N = 7 Leaders: Ross Rapaport and Bob Houle

- Male, Age 23, Senior, GPA-3.6
- Female, Age 19, Freshman, GPA-2.8
- Male, Age 21, Senior, GPA-3.4
- Male, Age 19, Sophomore, GPA-1.97
- Female, Age 19, Sophomore, GPA-2.5
- Male, Age 21, ?, GPA-2.5
- Male, Age 19, Sophomore, GPA-3.3

Group 2 N = 7 Leaders: Brenda Stoneburner and Ross Rapaport

- Female, Age 20, Junior, GPA-2.5
- Female, Age 19, Sophomore, GPA-3.0
- Female, Age 22, Junior, GPA-2.96
- Female, Age 21, Senior, GPA-2.8
- Male, Age 20, Junior, GPA-2.5
- Male, Age 22, Senior, GPA-3.2

Group 3 N = 8 Leaders: Bob Houle and Maureen Johnson

- Male, Age 19, Sophomore, GPA-3.4
- Female, Age 19, Sophomore, GPA-2.5
- Male, Age 20, Junior, GPA-2.5
- Male, Age 20, Junior, GPA-2.5
- Male, Age 18, Freshman, GPA-3.0
- Male, Age 19, Freshman, GPA-1.16
- Male, Age 18, Freshman, GPA-2.7
- Male, Age 21, Senior, GPA-3.65

Group 4 N = 8 Leader: Brenda Stoneburner

- Male, Age 19, Sophomore, GPA-2.9
- Male, Age 18, Freshman, GPA-3.0
- Male, Age 18, Freshman, GPA-?
- Male, Age 18, Freshman, GPA-?
- Male, Age 23, Junior, GPA-?
- Male, Age 18, Freshman, GPA-?
- Male, Age 19, Sophomore, GPA-?
- Male, Age 18, Freshman, GPA-?

Group 5 N = 9 Leader: Bob Houle

- Male, Age 19, Sophomore, GPA-2.3
- Male, Age 18, Freshman, GPA-?
- Male, Age 19, Freshman, GPA-?
- Male, Age 18, Freshman, GPA-3.0
- Male, Age 19, Sophomore, GPA-3.3
- Male, Age 19, Freshman, GPA-?
- Male, Age 20, Junior, GPA-3.3
- Male, Age 19, Sophomore, GPA-3.86
- Male, Age 18, Freshman, GPA-3.0

Group 6 N = 8 Leaders: Ross Rapaport, Greg Hamilton, Rosemary Stanek

- Male, Age 20, Sophomore, GPA-2.7
- Male, Age 20, Sophomore, GPA-?
- Male, Age 19, Freshman, GPA-2.4
- Male, Age 20, Junior, GPA-2.65
- Male, Age 19, Sophomore, GPA-2.85

Group 6 con't.

- Male, Age 20, Junior, GPA-2.0-2.5
- Female, Age 19, Sophomore, GPA-2.6
- Male, Age 23, Junior, GPA-2.34

Group 7 N = 11 Leaders: Greg Hamilton and Rosemary Stanek

- Female, Age 18, Freshman, GPA-2.8
- Male, Age 20, Sophomore, GPA-2.2
- Male, Age 21, Junior, GPA-2.68
- Male, Age 23, Senior, GPA-2.5
- Male, Age 19, Freshman, GPA-2.3
- Male, Age 19, Sophomore, GPA-2.73
- Male, Age 19, Sophomore, GPA-1.8
- Male, Age 20, Sophomore, GPA-?
- Male, Age 18, Freshman, GPA-3.04
- Female, Age 20, Junior, GPA-3.5

Group 8 N = 9 Leader: Rosemary Stanek

- Male, Age 19, Sophomore, GPA-2.9
- Male, Age 21, Junior, GPA-2.0
- Male, Age 21, Junior, GPA-3.06
- Female, Age 21, Junior, GPA-3.05
- Male, Age 18, Freshman, GPA-2.23
- Male, Age 22, Junior, GPA-2.50
- Male, Age 18, Freshman, GPA-2.5
- Male, Age 20, Sophomore, GPA-?
- Male, Age 20, Sophomore, GPA-2.0